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ABSTRACT

This presentation suggests books, audiovisuals, articles, and training materials that can serve to introduce new parents and child care workers into the art and practice of high quality infant and child care. The materials described are easy-to-read and addressed to the practitioner. They deal with a wide variety of issues, reflect the best of research and theory, and focus on various infant and toddler needs. Some of the references address interaction between the child care worker and parents. Some provide checklists, budget planning help, and prescriptions for activities and making toys. The extended list of references, many annotated, includes over 130 books and articles and approximately 10 audiovisual materials. (BC)

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Resources for Training Caregivers and Parents of Infants and Toddlers[1]

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The number of researches on development and interactions of infants and toddlers both within families and within child care settings has grown astronomically over the past years. Many of these researches are crucial for understanding the relations of infants in families, the effects of full-time out-of-home care on infants who begin such care in the first year of life, and the effects of medical and social and interpersonal risk factors on infant development. Yet such researches do not provide a synthesis of findings which translate easily into manuals and materials for implementing high quality care for infants and toddlers. What is important for directors and for trainers of infant specialists and for caregivers who will be providing responsive and enriching care for infants and toddlers are materials that they can easily understand, materials that are soundly grounded in child developmental theory, and materials that have useful and specific techniques and methods and ideas for caregivers.

This presentation will attempt to introduce some of the books, audiovisuals, articles, and training materials that can serve to introduce new parents and child care workers into the art and practice of quality infant/toddler care. Some of the materials will be more appropriate for those who wish to hone their already considerable skills as infant/toddler caregivers - whether parents or professionals. The alphabetized list of resources below deals with a wide variety of issues in child care centers, family day care homes, programs for atypical infants, and home based care. Some of the resources will be annotated. These materials are easy-to-read and addressed to the practitioner. They reflect the best of research and theory (particularly Erikson, Mahler, Piaget, language development theorists, Bowlby and Ainsworth). These materials should be useful for training staff and operating high quality programs in diverse child care settings. The references focus on infant and toddler needs in a variety of situations, such as sleep, diapering, language elicitation, attachment enhancement, separation anxiety, room arrangements, sensorimotor and early preoperational games for babies and toddlers, age groupings,

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feeding, aggression and biting, integrating special needs children into care programs, encouragement of prosocial interactions, health and safety concerns, work with disturbed or abusive parents whose infants are in care, provision of opportunities for small and large muscle development, creative activities, and interpersonal relationships of co-caregivers. How-to resources that do not specifically reference a developmental approach to babies, but provide craft ideas or activity ideas exclusively will not be included. Several characteristics define the developmental/approach particularly. Matchmaking- choosing inputs, stimulations, suggestions, opportunities and responsive interactions geared to the particular little person in care is critical. So is "Dancing the developmental ladder" (see Honig, 1982). Caregivers need to present materials, respond to cues, introduce new challenges, support early learning in ways that constantly lure the infant forward, that stretch learning opportunities and excite a passion and curiosity for learning and for positive interactions, that enhance attention spans and persistence at somewhat difficult and challenging tasks.

Some of these references address the concerns of family day care workers and center personnel as they interact with parents and families. Some provide checklists to help a worker monitor the transactions he or she has with the babies. Some provide help for budget planning. Some provide prescriptions for activities and specific how-to instructions for making toys. The annotations will specify such provision whenever possible.

Annotated Bibliography

Ames, L. B. & Haber, C. C. (1982). Your one-year-old and Your two-year-old. New York: Delta.
These are two of a series of Gesell Institute volumes to help a parent understand the general characteristics of babies at these ages.

Anselmo, S. & Peterson, J. A. (1976). A manual for caregivers of infants and toddlers. Iowa City, IA: Early Childhood Education Center,University of Iowa. (ERIC Reproduction Service No . ED 152 408).
Activities are described according to category, goals, and procedures.

Auerbach, S. (Ed.) (1978). Creative centers and home. New York: Human Sciences Press.
Family day care home planning is carefully considered.

Badger, E. (1981). Infant/toddler: Introducing your child to the joy of learning. St. Paul, MN: Toys 'n Things Press.
A sequence of infant learning experiences are described and methods to observe infants and record their progress on these sensorimotor tasks.

Badger, E. (1981). Infant/toddler: Introducing your child to the joy of learning. Paoli, PA: Instructo Corporation.
A sequence of sensorimotor experiences for babies is provided for many developmental levels. Each activity provides an insert to record baby progress and recommendations for appropriate toys.

Bailey, R. A. & Burton, E. C. (undated). The dynamic infant. Mt. Rainier, MD: Gryphon House.
Physical activities are offered and ideas for creating a stimulating play environment.

Balaban, N. (1985). Starting school: From separation to independence: A guide for early childhood teachers. New York: Teachers College Press.
Educators are helped to see how attachment and separation problems can be handled with empathy and understanding in helping very young children enter group educational settings.

Bergstrom, J. & Shoemaker, J. (1983, November). Guidelines for expanding your program to serve infants and toddlers. Child Care Information Exchange, pp. 17-19.

Brazelton, T. B. (1985). Working and caring. Menlo Park, CA: Addison-Wesley.
Parents are given help on how to be gainfully employed and raise a very young child.

Brazelton, T. B. (1983). Infants and mothers: differences in development. (2nd.ed.) New York: Delacorte.
The developmental histories of three very different infants are described to demonstrate how broad is the range of normal infant development.

Brazelton, T. B. (1974). Toddlers and parents: A declaration of independence. New York: Dell.

Briggs, D. (1975). Building your child's self-esteem. New York: Doubleday & Company, Inc.
This beautifully written, easily read book will help caregivers and parents begin early to build infants' positive feelings about themselves.

Bromwich, R. (1981). Working with parents and infants: An interactional approach. Austin, TX: Pro-Ed.
A compassionate and empathic approach to families at risk is provided. Suggestions and case histories are provided to help reinforce empathic, positively creative, and problem solving approaches to infant rearing in the context of the home visitation model.

Burtt, K. F. & Kalkstein, K. (1981). Smart toys for babies from birth to two. New York: Harper & Row.

Butler, D. (1980). Babies need books. New York: Atheneum.
An annotated list of recommended books for babies is provided for parents and professionals.

Caldwell, B. M. & Stedman, D. J. (Ed.) (1977). Infant education: A guide for helping handicapped children in the first three years. New York: Walker & Company.
Different program personnel describe their projects to assist handicapped infants and toddlers.

Caplan, F. (Ed.) (1973). The first twelve months of life: Your baby's growth month by month. New York: Grosset and Dunlap.

Caplan, F. (Ed.) (1977). The second twelve months of life. New York: Grosset and Dunlap.

Castle, K. (1983). The infant and toddler handbook: Invitations for optimum early development. Atlanta, GE: Humanics.
Center caregivers are given specific ideas about activities for infants in three month stages from birth to two years. The chapters cover social motor, language and cognitive development, basic care routines, play spaces, and arranging environments.

Cataldo, C. (1982). Infant and toddler programs : A guide to very early childhood eduction. Reading, MA: Addison-Wesley.
This comprehensive guide gives specifics about every aspect of starting and running an infant program.

Cataldo, C. (1983). Infant-toddler education: Blending the best approaches. Young Children, 39(2), 25-32.

Cheldelin, L. V. (1983). Your baby's secret world. Brookline Village, MA: Brandon Press.

Sound pediatric advice is offered about baby feeding, crying, illness, toilet training, and discipline.

Children's Foundation (1988). Better baby care: A training course for family day care providers. Designed to accompany Better baby care: A book for family day care providers. Washington, DC: The Children's Foundation.

Training caregivers includes teaching them how babies develop. How caregivers can handle each problem that may arise is explained for each age group of infants.

Connor, F. P., Williamson, G. G., & Siepp, J. M. (Eds.). (1978). Program guide for infants and toddlers with neuromotor and developmental disabilities. New York: Teachers College Press.

Health and nutrition, assessment, early interventions, and construction of adaptive equipment are described for caregivers with atypical infants.

Crary, E. Without Spanking or Spoiling. Seattle, WA: Parenting Press.

A guide for caregivers to use when they need positive discipline strategies for toddlers and preschoolers.

Cryer, D., Harms, T. & Bourland, B. (1987). Active learning for infants. Menlo Park, CA: Addison Wesley.

Activity checklists, program planning ideas, use of books and pictures, physical activities, and creative activities are described. The infant caregiver is encouraged to create his or her own activities, and is taught how to write an activity plan The possible attention span of babies for each activity is also noted.

Cryer,D., Harms, T. & Bourland, B. (1987). Active learning for ones. Menlo Park, CA: Addison Wesley.

This easy-to-use looseleaf book gives specific activities for listening and talking, for physical development, for creativitity, for nature, numbers, and appreciation of the world around babies. Planning for ones is discussed in the context of providing quality care.

Cryer, D., Harms, T., & Bourland, B. (1988). Active learning for twos. Menlo Park, CA: Addison-Wesley .

Many activities are catalogued and explained. Directions are given for making activities and toys for infants. Some activities are: Opposites with musical instruments; Do what I do; Dance in own space; Count with clothes; Match the picture; Feelie shapes; Lacing cards; Hanger bats; Let's be gardeners; Choose the sound; Telephone talk; Finger play songs; and Wash the dishes.

Cunningham, C. & Sloper, P. (1978). Helping your exceptional baby. New York: Pantheon Books.
Suggestions are given for teaching specific sequential activities for infants with mental handicaps. A developmental checklist is provided.

Developmental Language and Speech Center. (1975). Teach your child to talk. Grand Rapids, MI: CEBCO Standard Publishers.

Dittman, L. (Ed.). (1984). The infants we care for. (rev.ed.) Washington, DC: NAEYC.
Infancy specialists write about what are good programming and good staff selection procedures for infant day care.

Elardo, R. & Pagan, B.(Eds.). (1976). Perspectives on infant day care. Little Rock, AR: Southern Association for Children Under Six.
Infant staff are given assistance in planning programs and creating healthy, safe environments for babies.

Evans, E. B. & Saia, G.E. (1972). Day care for infants: The case for day care and a practical guide. Boston, MA: Beacon Press.

Evans, J.& Ilfeld,E. (1982). Good beginnings: Parenting in the early years and Activities for parent-child interaction. Ypsilanti, MI: High/Scope Press.
A guide to help parents develop individual styles of caring for, observing, and enjoying babies in stages labelled: heads-up; looker; creeper-crawler; cruiser; walker; doer; and tester. The activities sourcebook helps caregivers develop activities based on a baby's emerging skills and abilities.

Fischhoff, A. (1986). Birth to three: A self-help program for new parents. Eugene, OR: Castalia.
The author provides information and support for new parents.

Fowler, W. (1980). Curriculum and assessment guides for infant and child care. Boston, MA: Allyn & Bacon.
Specific guidelines for teaching concepts and functions and classifications to infants at different age levels are provided for teachers of infants in groups.

Fraiberg, S. (1971). Intervention in infancy: A program for blind infants. Journal of the American Academy of Child Psychiatry, 10 (10), 381-405.

Fraiberg, S. (1977). Every child's birthright. New York: Scribner.
Strong advocacy for the career of excellent parenting of infants in the family is explicated by a wise therapist.

Frost, J. (Ed.). (1977). Developing programs for infants and toddlers. Washington, DC: Association for Childhood Educational International.

Some articles describe the characteristics of good versus poor infant programs. A chart by Wagner helps caregivers plan environments using Piagetian concepts pegged to different infant age levels.

Garcia, R. (1985). Home centered child care: Designing a family day care program. San Francisco, CA: Children's Council of San Francisco.

Designing family home day care is covered with attention to infant development, the importance of play, and standards for quality care.

Gerber, M. (1983, Fall). Conflict resolution with infants. Educaring, 4(4), p.3

Gerber, M. (1986, Spring). Good play objects for babies. Educaring, 7(3), 4-6.

Gerber, M. (Ed.) (1979). Resources for infant educarers. Los Angeles, CA: Resources for Infant Educarers.

Godwin, A. & Schrag, L. (1988). Setting up for infant care: Guidelines for centers and family day care homes. Washington, DC: National Association for the Education of Young Children.

Very specific practical advice is offerred on budgets, staff time allocation, and first aid. The climate of caring is emphasized throughout.

Gonzalez-Mena, J. (1986). Toddlers: What to expect. Young Children, 42,(1), 47-51.

Gonzalez-Mena, J. & Eyer,D.W. (1989). Infants, toddlers, and caregivers. Mountain View, CA: Mayfield.

The emphasis is on the caregiver's actions and relationships and how they comprise the program for day care and family day care workers. Charts are provided for activities depending on babies' developmental levels.

Gordon, I. (1977). Baby to parent, parent to baby. New York: St. Martin's Press.

Gordon, I. (1970). Baby learning through baby play: A parent guide for the first two years. New York: St. Martin's Press.

Gordon, I., Guinagh, B.,& Jester, J. E. (1972). Child learning through child play: Learning activities for two-and three-year olds. New York: St. Martin's Press.

Greenfield, P. & Tronick, E. (1980). Infant curriculum: The Bromley-Health guide to the care of infants in groups. Santa Monica, CA: Goodyear.

Greenman, J. T. & Fuqua, R.W. (Eds.) (1984). Making day care better. Louise Child Care Center (1989). Working with infants and toddlers and An interpersonal approach : Evaluating infant/toddler caregivers: An interpersonal approach to professional caregiving in your home. Pittsburgh, PA: Louise Child Care Center.

Greenspan, S., Weissbourd, B. & Musick, J. (Eds.), Infants: Their social environments. Washington, DC: NAEYC.

Greenspan, S. I. & Greenspan, N. T. (1985). Milestones in the emotional development of your baby and child from birth to age four. Brattleboro, VT: Viking.

Haas, C.B. (1985). Look at me: Activities for babies and toddlers. Glencoe, Il: CBH Publishing.
Craft activities are provided with clearly illustrated instructions for parents.

Hagstrom, J. (1979). Games babies play. and (1981). More games babies play. New York: Pocket Books.

Harms, T. Clifford, R. & Cryer, D. (1990). Infant/Toddler Environmental Rating Scale. New York: NY. Teachers College Press.
This easy to use evaluation instrument allows the professional to rate the quality of an infant/toddler environment.

Harrison, H. & Kositsky, A. (1983). The premature baby book: A parent's guide to coping and caring in the first years. New York: St. Martin's Press.

Highberger, R. & Boynton, M. (1983). Preventing illness in infant/toddler day care. Young Children, 38(3),3-10.

Honig, A. S. (1974). Curriculum for infants in day care. Child Welfare, 53(10), 633-643.
Specific curricular activities are listed which integrate Piagetian, Eriksonian, and language development principles. Positive ways of interacting with babies while presenting activities are suggested.

Honig, A.S. (1978). Training of infant care providers to provide loving, learning experiences for babies. Dimensions, 6, 33-43.

Honig, A.S. (1979). What you need to know to select and train your day care staff. Child Care Quarterly, 8,(1), 19-35.
Twenty questions are provided for a director to ask in going through the process of deciding who will be a high quality person to hire for a child care facility for children from infancy through the preschool years.

Honig, A. S. (1981). What are the needs of infants? Young Children, 37, 3-10.

Honig, A. S. (1982). Playtime learning games for young children. Syracuse, NY: Syracuse University Press.
Easy, homey activities (to enhance the cognitive and interpersonal skills of very young children) are suggested for parents and family day care providers. They require no artistic skills and can be done while carrying out routine household activities and family chores.

Honig, A. S. (1982, May/June). Adding infants and toddlers to your program. Ten training tips. Child Care Information Exchange, pp. 1-4.

Honig, A. S. (1983a). Meeting the needs of infants. Dimensions, 11(2), 4-7.

Honig, A. S. (1983b). Quality training for infant caregivers. Child Care Quarterly, 12(2), 121-135.

Honig, A. S. (1985, March). The art of talking to a baby. Working Mother, 8(3), 72-78.

Honig, A. S. (1985). High quality infant/toddler care: issues and dilemmas. Young Children, 41(1), 40-46.

Honig, A. S. (1986). Tuning into toddlers: A communication challenge. Early Child Development and Care, 25, 207-219.

Honig, A. S. (1987). How to spot top-notch day care. Working Mother, 10(1), 72-73.

Honig, A. S. (1987). The Eriksonian approach: Infant-toddler education. In J. Roopnarine & J. Johnson (Eds.), Approaches to early childhood education, (pp. 49-69). Columbus, OH: Charles E. Merrill.
Caregivers are given ideas about how to implement a curriculum that is imbued with the theoretical ideas of Erik Erikson as to the optimal environment for helping infants and toddlers negotiate the nuclear conflicts of trust vs. mistrust and autonomy vs. shame or doubt.

Honig, A. S. (1988). Setting up the baby room. Pre-K Today, 3(1), 47-49.

Honig, A. S. (1989). Early separation: Working with parents as a team. Scholastic Pre-K Today, 4(1), 46, 48-50, 63.

Honig, A. S. (1989). Talk, read, joke, make friends: Language powers for children. Day Care and Early Education, 16(4), 14-17.
Activities that will help children flourish as language learners and lovers are suggested.

Honig, A. S. (1990). Baby moves: Relation to learning. In W.J. Stinson (Ed.), Moving and learning for the young child. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

Honig, A. S. (1990). The baby - from birth to 12 months. In E. Surbeck & M. Kelley (Eds.), Personalizing care with infants, toddlers, and families. Wheaton, MD: Association for Childhood Education International.

Honig, A. S. & Lally, J. R. (1981). Infant caregiving: A design for training. Syracuse, NY: Syracuse University Press.
This detailed guide for training high quality infant/toddler caregivers gives specific steps to follow for the trainer in each area of infant learning and personal growth as well as program development. Detailed suggestions are made for in-service training sessions on a wide variety of issues, such as: integration of atypical infants into program; sexuality and babies; working with parents; planning for movement of an infant from one group to another; and assessments of babies. Checklists (ABC I and ABC II) are provided to help a director evaluate the skills of an infant caregiver. Piaget Task Checklists are provided for caregivers to note what activities they have carried out with their babies each day.

Honig, A.S. & Caldwell, B.M. (1982). What are the issues in quality infant-toddler care? In R. Lurie & R. Neugebauer (Eds.), Caring for infants: What works and what doesn't. Redmond, WA: Child Care Information Exchange.

Honig, A. S. & Wittmer, D. S. (1982). Infant/toddler caregiving: An annotated bibliography. (Catalog # 195). Urbana, IL: ERIC/EECE.
This volume of annotated books and references for infant caregiving provides ideas for further readings that can help in applied work to promote optimal caregiving.

Honig, A. S. & Wittmer, D. S. (1990). Infants, toddlers and socialization. In J.R. Lally (Ed.), A caregiver's guide to social emotional growth and socialization. Sacramento, CA: California State Department of Education, P.O. Box 271, Sacramento, CA 95802.
Tips for how to decide when something is developmentally appropriate behavior or requires discipline and how to provide positive discipline are offered for family day care providers.

Jaffe, S. S. & Viertel, J. (1979). Becoming parents: Preparation for the emotional changes of first-time parenthood. New York: Atheneum Press.
The focus is on the psychological and emotional adjustments required of new parents. In-depth interview with six couples explore the changes needed for successful integration of a new baby into parents' lives.

John Tracy Clinic (1968). Getting your baby ready to talk: Home study plan. Los Angeles, CA: John Tracy Clinic.

Johnson & Johnson (1976). Infant developmental program: Birth to 12 months and Your toddler. Piscataway, NJ: Johnson & Johnson Co.

Johnson, V. & Werner, R. (1975). A step-by-step learning guide for retarded infants and children. Syracuse, NY: Syracuse University Press.

Checklists and curriculum tasks are provided for caregivers who work with retarded children functioning below four years. The tasks include areas of self-care, language, perception, and motoric development.

Jones, E. (Ed.) (1979). Supporting the growth of infants, toddlers and parents. Pasadena, CA: Pacific Oaks.

Kaplan, L. J. (1978). Oneness and separateness: From infant to individual. New York: Simon & Schuster.

Karnes, M. B. (1982). You and your small wonder: Activities for busy parents and babies. Book 1. Birth - 18 months; Book 2. 18 months - 36 months. Circle Pines, MN: American Guidance Service.

Over 150 activities in each book are specificied to enrich a baby's development, especially language.

Keister, M. E. (1977). "The good life" for infants and toddlers: Group care of infants (2nd ed.). Washington, DC: NAEYC.

Koch, J. (1976). Total baby development. New York: Peter Wyden.

In an atmosphere of affectionate care, 330 gentle games and excercises for infants are provided.

Lally, J. R. & Gordon, I. J. (1977). Learning games for infants and toddlers. Syracuse, NY: New Readers Press.

Parents are shown by clear simple words plus illustrations the action, purpose and variations on infancy games.

Lally, J. R., Honig, A. S. & Caldwell, B. M. (1973). Training paraprofessionals for work with infants and toddlers. Young Children, 28(3), 173-182.

Specific training suggestions are offered for infant caregivers. These include: use of audiovisuals, role-playing techniques, supervised classroom experience, and creation of sensorimotor materials and activities.

Leach, P. (1976). Babyhood. New York: Alfred A. Knopf.

Topics such as feeding, sleep, language, perception, fears, play, and elimination are covered in five sections corresponding to age growth in an infant from birth to two years.

Leach, P. (1987). The first six months: Getting together with your baby. New York: Alfred A. Knopf.
This is an excellent resource for support and comfort of a new parent. Old wives' tales (which make a parent worry that the new baby doesn't sleep enough or cries too much) are debunked. Attunement to the message of a baby's cry is stressed. Coping skills for handling stress (for example, if there is a toddler sibling) are given.

Leavitt, R. L. & Eheart, B. K. (1985). Toddler day care: A guide to responsive caregiving. Lexington, MA: D.C. Heath.
Responsive caregiving is emphasized. Signs of illness are described. How to work with legislators to improve the quality of child care is discussed. Guidelines for implementing planned activities and toddler play are provided.

Levenstein, P. (1973). Verbal interaction project: Mother-child home program. Manual for replication of the Mother-child Home program (2nd ed.). Freeport, NY: Author.

Levy, J. (1980). You and your toddler: Sharing the developing years. New York: Pantheon Books.

Levy, J. (1975). The baby excercise book: For the first fifteen months. New York: Pantheon.

Lief, N.R. & Fahs, M.R. (1982). The first year of life: A guide for parenting. New York: Sadlier.

Lischner, K., Spotts, N., & Young, M. (1975). Developmental play as a learning tool- Birth to three years: Curriculum guide for an infant-toddler educational program. Glassboro, NJ: Glassboro State College Early Childhood Demonstraton Center.
An infant-centered curriculum explores activity ideas indexed by developmental phase characteristics as: What would happen if I; I am me and you are you; and Things sure look different up here.

Lurie, R. & Neugebauer, R. (Eds.) (1982). Caring for infants and toddlers: What works, what doesn't. (Vol.1 & 2). Redmond, WA: Child Care Information Exchange.

Lurie, R. & Newman, K. (1982). A healthy tension: Parents and group infant/toddler care. In R. Lurie & R. Neugebauer (Eds.), Caring for infants and toddlers: What works, what doesn't. (Vol. 2) (pp.71-76). Redmond WA: Child Care Information Exchange.

Mack, A. (1978). Toilet learning: The picture book technique for children and parents. Boston: Little,Brown.
This book on toilet learning as opposed to training, includes an entertaining story to read to a toddler who is ready to learn toilet use.

Martin, E. (1988). Baby games: The joyful guide to child's play from birth to three years. Philadelphia, PA: Running Press.

Marzollo, J. (1977). Supertot: Creative learning activities for children one to three and sympathetic advice for their parents. New York: Harper & Row.

Maxim,G. (1981). The sourcebook: Activities to enrich programs for infants and young children. Belmont, CA: Wadworth.

McDiarmid, N., Peterson, M. & Sutherland, J. (1975). Loving and learning, interacting with your child from birth to three. New York: Harcourt Brace Jovanovich.

McLain, D. & Lauritzen, P. (1981). Infant family day care training. San Fernando, CA: Mission College.

Miller, K. (1984). Things to do with toddlers and twos. Denver, CO: Telshare.
Over 400 actual activities, techniques and designs for toys that are effective with toddlers are described and illustrated with line drawings.

Miller, K. (1988). More things to do with toddlers and twos. Mt. Rainier, MD: Gryphon House.

Mueser, A., & Liptay, L. (1983). Talk and toddle: A commonsense guide for the first three years. New York: St. Martin's Press.
Written by a practicing pediatrician for parents, this guide provides A (accidents) to Z (zoos) information.

Musick, J. (1986). Infant development: From theory to practice. Belmont, CA: Wadsworth Publishing Col.
This text provides information on all aspects of an infant's development.

O'Brien, M., Porterfield, J., Herbert-Jackson, E., & Risley, T. (1979). The toddler center: A practical guide to day care for one-and two-year -olds. Baltimore, MD: University Park Press. (ERIC Document Service Reproduction No. ED 175 571).

Painter, G. (1982). Teach your baby. New York: Simon & Schuster.
Lesson plans for enhancing language and sensorimotor development are provided.

Parks, S. (1986). Make every step count. Birth to one. Palo Alto, CA: VORT Corporation.
A step by step guide to provide parents with responsive ways to interact with their baby.

Payne, A. (1977). The baby food book: A guide for preparing fresh nutritious foods for the very young. Boston: Little Brown.
Practical advice is given on all aspects of home preparation of baby foods.

Provence, S. & Lipton, R. (1962). Infants in institutions. New York: International Universities Press.

Province, S. (1975). Guide for the care of infants in groups. New York: Child Welfare League of America.

Respond, Inc. Day Care Centers (1983). Responding to infants: The infant activity manual: 6 to 30 months. Minneapolis, MN: T.S. Denison and Co.
Specific "how-to recipes" are provided, for example a felt board, a cloth book, a mobile, to assist caregivers of infants in making materials. Fingerplays are included.

Robertson, A. & Overstad, B. (1979). Infant-toddler growth and development: A guide for training family day care workers. St. Paul, MN: Toys 'n Things Press.

Rothenberg, B. A., Hitchcock, S. L., Harrison, M. L., & Graham, M. (1990). Parentmaking: A practical handbook for teaching parent classes about babies and toddlers. Menlo Park, CA: Banster Press.
Group leaders have topics presented in age-divided sections, including parents' most common questions, homework, handouts, guidelines for parents. Techniques and running groups for parents of infants are offered.

Segal, M. (1988). In time and with love: Caring for the special needs baby. New York: Newmarket Press.

Segal, M. (1974). From birth to one year: The Nova University play and learn program. Ft. Lauderdale: Nova University.
This parent manual specifies activities for learning. Each activity (such as push on baby's feet, paper bag puppet; let baby feel your clothes) is easy to carry out and is clearly illustrated with black and white photographs.

Segal, M. & Adcock, D. (1976). From one to two years. Rolling Hills Estates, CA: B.L. Winch.

Segner, L. & Patterson, C. (1970). Ways to help babies grow and learn: Activities for infant education. Denver, CO: World Press.

Sparling, J. & Lewis, I. (1979). Learning games for the first three years: A guide to parent/child play. New York: Walker.
One-hundred games that are relevant for infant development are provided along with checklists to record the baby's progress.

Sroufe, F.A. (1977). Knowing and enjoying your baby. Englewood Cliffs, NJ: Prentice Hall.
The growth of smiling, laughter, fear of the strange and unfamiliar, as well as other emotions is described so that sensitive caregivers can respond appropriately to baby's signals.

Stone, J. G. (1978). A guide to discipline. Washington, DC: NAEYC.
This is an excellent source of practical ideas for positive and thoughtful discipline techniques with very young children.

Stonehouse, A. (Ed.) (1988). Trusting toddlers: Programming for one-to-three year olds in child care centres. Fyshwick, ACT: Canberra Publishing & Printing Co.
Everything the center teacher needs to know is here-including advice on space arrangements, biting, and planning activities which meet the developmental needs of toddlers.

Surbeck, E. & Kelley, M. (Eds.) (1990). Personalizing care with infants, toddlers, and families. Wheaton, MD: Association for Childhood Education International.

Weiser, M. (1986). Group care and education of infants and toddlers. Columbus, OH: Charles E. Merrill.

Weissman, "Miss Jackie". (undated). Games to play with babies. Mt. Rainier, MD: Gryphon House.
More than 100 songs and games with illustrations are provided for play with babies from birth to two.

Weissman, "Miss Jackie." (undated). Higglety, pigglety, pop! 233 playful rhymes and chants for your baby and Songs to sing with babies (book and cassette). Mt. Rainier, MD: Gryphon House.

Willis, A. & Ricciuti, H. (1975). A good beginning for babies: Guidelines for group care. Washington, DC: NAEYC.
This comprehensive center training manual includes goals and principles, staff organization, and attention to safety, equiment and health issues.

Wilson, L. C., Infants and toddlers: Curriculum and teaching. (2nd. ed.) Florence, KY: Delmar.
Very specific suggestions are given for how to plan and prepare materials, activities and an environment for infants at different age levels. Developmental profiles are provided to assist caregivers in recognizing ages and stages of developmental progress in all areas, including muscular control, language development, sleeping, eating, etc. CDA competency standards for infant/toddler caregivers in center-based programs are provided.

Winnicott, D. W. (1987). Babies and their mothers. Reading, MA: Addison-Wesley.

This wise psychiatrist teaches mothers how to be empathic with the feelings of a baby. Communication techniques and holding are sensitively described. Despite the fact that this book was written for mothers, it would be very useful particularly for a caregiver in a facility that accepts very young babies into group care.

Zelle, R., & Coynes, A. (1983). Developmentally disabled infants and toddlers. Philadelphia, PA: F. A. Davis Company.

Written for clinicians, this book will help teachers make careful observations about an infant's present functioning and help them determine therapeutic measures.

AUDIOVISUAL REFERENCES

Churchill Films - 662 N. Robertson Boulevard, Los Angeles, CA, 90069-9990. Tel: (800) 334-7830.

Many excellent training videos are avaialble, such as the ALL About Babies Series, which includes The developing baby and The growth of the individual. Also available is a fine video on how babies learn to eat solid foods, The development of infant feeding, as well as a video for workers with young mothers from multicultural and minority backgrounds, Babies are people too. This video is especially useful for outreach work with teen parents.

Far West Regional Laboratory and the California State Department of Education - Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271

A series of excellent vidoeos in color are available for training of center and family day care workers. The topics are discussed by Dr. J.R. Lally with a panel of parents. Some of the videos are: Space to grow: Creating a child care environment for infants and toddlers; and Getting in tune; First moves: Welcoming a child to a new caregiving setting; Respectfully yours. These videos are particularly sensitive to separation problems in introducing an infant into child care and will help caregivers become attuned to how to help the parent and infant or toddler to separate in more secure ways for entry into group care.

Johnson & Johnson Baby Products - Skillman, NJ, 08550

Several inexpensive videos are available. One is Infant health care.

Dr. Stanley Greenspan - Scholastic, Inc., 730 Broadway, New York, NY 10003.

Several videotapes are available that reflect the philosophy of this empathic infant psychiatrist. One is Exploring first feelings; and another is Floor time: Tuning into each child which is available from Scholastic.

Educare - Available from High Scope Press

From California, Magda Gerber's Educare program has available infancy films, mostly for parents. Some titles are: Respectfully yours; On their own /with our help; and The way we see them: Learning to observe infants.

Campus Film Production - 24 Depot Square, Tuckahoe, NY 10707.

Excellent training films by J. Stone & J. Stone are available in color. Infant development in the kibbutz focuses on communal care in the infant house of a kibbutz. Day care for the kibbutz toddler displays the warmth, patience, perceptivity and positive relationship with toddler and parent of the metapelet, or group care worker.

High/Scope Press - Department 10, 600 N. Rivers St., Ypsilanti, MI 48198.

Some films are available as resources for parental support of infant learning. These include: Responding to a baby's actions; Cans: Toys for learning; Babies like attention; Learning through problems: A baby's point of view and Opportunities for learning: Children 1 to 2 years old.

Some films are available in the home visitor training series. These include: Focusing on the baby's actions and development. The role of the home visitor; Problems encountered by the home visitor; Building a relationship with family members; and Building a relationship with mother and child.

Other videos, films and filmstrips that can be specifically useful in trainng caregivers of infants and toddlers are referenced and annotated in:

Honig, A.S. & Wittmer, D.S. (1988). Infant-toddler caregiving: An annotated guide to media training materials. Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271.

Films, videotapes, audiotapes, and filmstrips are annotated and analyzed as to their usefulness for family day care workers, center staff, parents, professionals, and trainers. The materials are classified as to whether they feature multicultural settings and what specific aspect of infant/toddler care they address.